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ABSTRACT

The American educational system faces a critical need for restructuring. Social lag problems created by the transformation from an industrial to an informational society have affected U.S. institutions, especially education. Educators and policymakers must respond to the new economic, demographic, organizational, and educational forces which have altered American society. Included in this report are a historical overview of the common school system and institutional life cycles, a discussion of the environmental forces which have affected U.S. institutions, and suggestions for obtaining 10 educational goals. Although a crisis exists, the situation can be solved through application of available knowledge and a shift in value paradigms. (26 references) (LMI)

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Table of contents

Building a Learning Community..... 3

The mission for education..... 5

Life cycles of institutions..... 6

The Common School Crusade..... 7

The Common Schools today..... 10

Paradigms and change..... 11

Forces for change..... 14

- Demographic and community forces..... 15
- Organizational changes..... 16
- Participation and inclusive leadership..... 19
- Multiple operations and choice..... 20
- Educational forces..... 22

New goals of teaching and learning..... 22

Learning begins with interest and motivation..... 24

Learning styles..... 25

The function of schools..... 25

Summary and conclusions..... 26

Some visions of a learning community..... 29

Members of the WEA Education Task Force..... 35

Acknowledgements..... 35

References..... 36

Restructuring Public Education:

Building a Learning Community

This report is a call to action. Of all people, educators know best that schools are in crisis. Our task force of WEA members and staff began with the realization that Washington and our nation are in the throes of a basic societal transformation with profound implications for our education system. We are struggling to deal with new challenges to economic development and the structural changes necessary to survive in a global, information society.

What most people do not seem to realize, however, is that the social and economic well-being of the state cannot be achieved unless we address the need for new skills for our citizens. Productive citizens must be capable of thinking creatively. They must be flexible and adaptable, continually involved in learning new approaches, and skilled in the technologies of the age. Today's citizens must have a broad understanding of the world, ability to handle change, and skills and values for complex, wise and ethical decisions. These skilled people cannot be produced by our current schools. Today's education system simply was not designed for those outcomes.

Many actions need to be taken in society today, but the most basic is to restructure our schools and training institutions in ways that meet the changed conditions and needs of our society. America's schools have served Washington and the nation well. Today, however, we face major new challenges. Perpetuating an educational system developed to meet the needs of yesterday's industrial society simply will not meet the needs of today's rapidly changing, technology-dependent world.

We believe that we are in a time of crisis — a crisis resulting from an overload of change and information and a resulting paralysis of action.

The paralysis is evident in the public sector and the Legislature where decisions are being made on how to "get by" and ignore growing problems rather than making the fundamental investments in people and institutions that are essential to communities and our children's future.

The paralysis within the business sector produces a preoccupation with leveraged buy-outs, destruction of companies, and manipulation of money, resources, and people, all based on profit and greed. What we need instead is the development of new and improved services and industries which will allow us to remain a productive leader in world economic competition.

The paralysis in education produces very confusing and often contradictory signals. Business and legislative leaders urge us to teach children to think and to be flexible, to deliver graduates who are multi-skilled and

"Not to act is to act."

Harvey Cox

"It is people — more so than money or machines — that drive economic development. In today's global economy, a highly-skilled workforce is the competitive edge."

Washington State Economic Development Board

able to work cooperatively. Yet we have legislative policy which installs more statewide testing. Standardized tests tell the educator to value recall, not thinking, when designing lessons, and they tell the student that the core value of learning is regurgitation of one "correct" answer.

Test scores are published like sports scores. The value reinforced is not cooperation, but competition: district against district, school against school, advantaged learners against disadvantaged learners, teacher against teacher.

Educators are implementing the 21st Century Schools program which supports creative new deregulated models. Yet, we have more and more legislative dictates. Some of these mandates rigidly structure the prescribed contact time with students. Some add more curriculum to teach. Some are adding highly specific requirements for graduation and college entry. There is less and less room for creativity. The value of innovation is critical at this point in our history, yet innovation is clearly viewed by the system as a fringe activity.

We will pay a dear price for this paralysis of action in all these sectors. We will pay in a decline of our democratic institutions, our economic productivity and the quality of our lives.

Our report attempts to outline why and how we can mobilize and end the paralysis by a major restructuring. While the focus of this report is on education and training systems, we recognize that schools cannot be restructured unless communities understand the need and support the restructuring process and unless the other sectors of society join us.

Therefore, we call on all Washington citizens to become involved in providing children, youth and adults with the educational and training processes necessary for their contribution to our evolving information society.

We call on teachers and other school staff to assume leadership in changing the teaching-learning process in ways that can produce new levels of performance for all groups of students. We call on parents to understand the power that new directions can bring their children and to take an active role in the educational process. We call on students to take greater responsibility for their own learning.

We call on principals to take a strong role in renewing organizations at the building level that support and nurture the growth of students and staff and that respond to parents and communities. We call on superintendents and board members to provide a sense of direction for schools, to respect and reinforce the professional expertise of school staff, to allocate resources wisely and to serve as community advocates for the needs of schools.

We call on the business and labor community to help shape public opinion for the support of education and to help provide critically needed resources and assistance to keep our schools healthy as we make the transition to a new system. And, we call on decision makers and political leaders to understand the essential needs of public schools to provide support for the restructuring of education.

We are the practitioners in the

existing system and we are proud to have a vested interest. We wish to point out, however, that the stakes being addressed in the document are the vested interests of all of us — our children, our communities, our businesses, our state and our nation.

We know that even some of our own members may not agree with all the things in this report, yet we are confident the vast majority will recognize the critical importance of restructuring our current system. We know that education staff in all roles will be required to make major efforts to accomplish the goals of the report. We are willing to do this, but we need the total community if we are to be successful. It is time for decision, time for commitment and time for action.

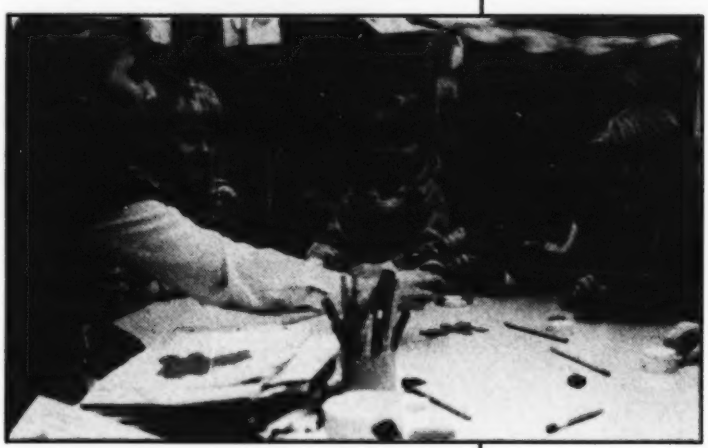
The mission for education

We believe that the mission which must guide our efforts for Washington schools is:

To restructure schools into learning communities where children, youth and adults will seek knowledge, develop attitudes and acquire skills essential to ethical and productive living, learning and working in an ever-changing, global, democratic society.

Our vision for Washington is that over the next five years we will achieve the following goals:

- *A statewide consensus and support system for a new vision of schools based on the recognition of their importance to the future of the state and the priority attention which must be given to human resource development.*
- *Strong, innovative teaching-learning systems which provide all students with higher levels of basic skills, thinking skills and performance skills needed for productive contributions to their communities and to a technological society.*
- *School management practices and organizations which empower all students and staff and reach out to support the learning of all groups in the community.*
- *A diversified and competency-based preservice education system for teachers, Educational Staff Associates (ESA's) and administrators which reflects state of the art knowledge and which is built through a partnership of higher education, professional associations and local districts.*
- *High quality, relevant, systematic staff development programs statewide which provide certificated and classified practitioners and college faculty with continuing information updates, skills development and professional renewal.*
- *A restructuring of the use of time in schools and districts which enables collaborative planning, quality staff development, creative and integrated curriculum, and the design of excellent, diversified building programs.*
- *Strong partnerships with parents,*



The mission for education: To restructure schools into learning communities where children, youth and adults will seek knowledge, develop attitudes and acquire skills essential to ethical and productive living, learning and working in an ever-changing, global, democratic society.

business, labor organizations and community groups which support and extend student and adult learning.

- *Strong, developmental early childhood education programs for all children focused on physical, social/cultural and language development.*
- *Varied, performance-based learning assessment systems that recognize the diversity of learners' abilities and provide motivation for continued learning.*
- *Adequate levels of human and fiscal resources necessary to ensure excellence and equity in the preparation of children and youth and the development of learning communities.*

Life cycles of institutions

To successfully restructure the schools, we must understand that we are attempting to change a complex system with a long history and a rigid, pervasive culture. Many so-called "experts" and many individual practitioners have tried in the past to change schools. A major Rand study of education reform efforts points out, however, a central dilemma that resulted from those efforts.

"Reforms that deal with the fundamental stuff of education — teaching and learning — seem to have weak, transitory, and ephemeral effects, while those that expand, solidify, and entrench school bureaucracy seem to have strong enduring and concrete effects." (1)

We know we need change but we certainly do not need more bureaucracy. So it is critical to understand the invisible life cycles and structures that give institutions like public education a life of their own before we begin large scale efforts to restructure them.

Any institution begins with a vision which is powerful and meaningful enough in the environment of its time to move people to action. The vision mobilizes people who then create a system to achieve it. They build norms and structures and establish the scope of the institution so that people have a framework to operate within as they pursue their common mission.

Next follows a stabilization period when the system is functioning at maximum productivity, and the institutional values focus on uniformity, unity and loyalty. People are clear about roles and responsibilities. The tasks are right. The vision is congruent with societal needs.

But, the world always changes. Sometimes, as with the ancient Egyptians, the change is so slow that the vision lasts for centuries. Sometimes, as with the invention of the printing press, changes happen very rapidly and dramatically. But in any case, all institutions eventually reach a crisis point where the world has changed enough so that the old vision is no longer functional. People become unclear about roles and responsibilities, tasks seem meaningless, and the vision seems lifeless.

If people in the institution ignore the evidence of change in the new environment and refuse to modify their vision, the system becomes less and less functional and the institution enters a breakdown period. It starts to fail. **This occurs in spite of the fact that the people inside it are working hard and well on the tasks demanded of them by the institution.** The problem is not just commitment, energy or resources. The problem is the workers are now

laboring on the wrong tasks and on a mission related to a world that no longer exists.

If the relevant new data continues to be ignored, the institution will continue to decline to a critical point. At that point there are four choices: to go back to the past, to go out of business, to continue at a minimal survival level, or to find a new vision that is once again meaningful enough to make people want to respond to the changing environment: one that empowers people to build new norms and structures and become productive and successful again.

Cada's institutional life cycle information is summarized here in an elegant chart called the vitality curve. (2)

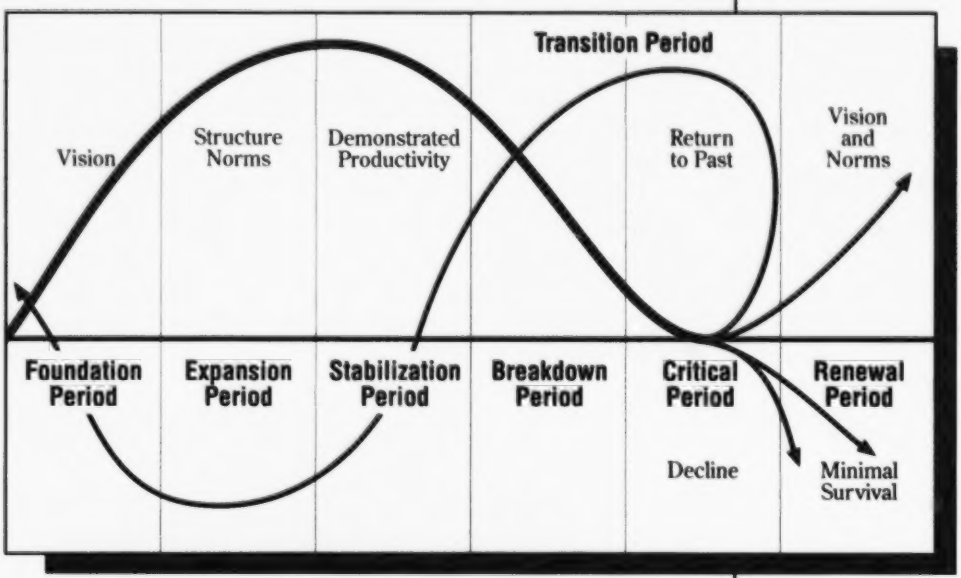
The task force believes that public education is in the critical period of the curve, and that we must create a new vision to meet the needs of the new world.

The Common School Crusade

Our current vision of the public schools was created in the mid-1800's. In the early agricultural era of our country, parents provided most of the education for their children unless they were wealthy enough to provide tutors. Village one-room school houses which came later were an outgrowth of families pooling their resources for a few practical skills.

Schools as we know them today emerged from the "Common School Crusade." Our predecessors, faced with their own crisis, chose to make a new vision for education, one that served our nation long and well. Up to that point in America, according to education historian Tyack, there was a philosophical commitment to education, but no institutional means to carry out the commitment. (3) In the mid-1800's pressures mounted in society. The industrial revolution was underway. There were major population shifts to the cities which were growing up around the factories. The industrialists of the day needed workers they could depend on to help make their businesses competitive. The uneven, inefficient educational efforts

Institutional Life Cycle



of the day could not do the job.

Urbanization, industrialism, immigration and the democratization of politics unleashed powerful social, political and economic conflicts. Out of this chaos, an extremely diverse group of constituencies united in what came to be called the "Common School Crusade." Merchants, the business leaders of the day, union organizers, Whigs and Democrats, Calvinists and Unitarians, Easterners and Westerners all joined the Crusade for different reasons and forged a new consensus about public education. It was a time of change and upheaval. Progress was created along with great social evils. Greed and viciousness coexisted with a fierce humanitarian spirit — unfortunately, much as they do today.

A core group of reformers led by Horace Mann, the chief intellectual leader of the time, proposed a model to achieve that consensus vision of education.

"The chief contribution of the common school reformers was to articulate and focus the generalized American belief in education and to make it relevant to the anxieties and aspirations of the age. In so doing, gradually, partly consciously, partly unintentionally, they gave form and content and purpose to the public school." (4)

The consensus they reached about this vision included the following:

1) The common school was to be public, not private. It was to be free — paid for by general taxpayers, not tuition and fees. It was not a pauper system, but a public system — so fine as to be a place where the wealthiest would send their children.

2) The schools would be managed by lay boards.

3) Schools would teach the "3 R's" but would also promote individual and civic virtue to preserve morality and the republic. Values would be instilled to shape character and to create a productive work force — values of family, religion, work and thrift. Uniform textbooks — mainly the early McGuffey Readers — were the first powerful institutional tool to instill these values. (5)

4) Industrialists and taxpayers, since they were footing the bill, wanted the schools to be cost efficient. Mann and his colleagues turned to the education system in Prussia for direct instructional techniques — classrooms of 40 to 60 students with bolted down chairs and standard textbooks so the same lesson could be delivered by the teacher in the same way to the entire group. They grouped children into grades by age for bureaucratic efficiency and simplicity. (Without today's knowledge of learning, they could not know the huge impact of differences in developmental readiness of children at the same age.) A uniform course of study was later initiated and an examination system was put in place, first at the elementary and later at the secondary level.

5) Finally, the last major part of the common school vision of the 1800's was the screening mechanism applied to students. From the economic viewpoint of the day, about twenty percent were needed to be the leaders - factory owners, doctors, lawyers, etc. They needed to learn to lead, to think, to set goals and to run institutions. Another thirty percent needed a strong enough education to carry out the dictates of the leaders in an effective and efficient manner — professionals, white collar workers, mid-management. In the bottom half of the student group, about thirty percent could be functionally illiterate as long as they had the correct values about work, obedience, family obligation, and could carry out the mindless, repetitive tasks of the factory. Thinking, in those industrial age work environments, was not only unnecessary, but problematic. Memorizing and conditioned responding were a more "appropriate" preparation for an authoritarian work system. The last twenty percent were not needed in the industrial work place of the 1800's and were generally thought to be incapable of learning anyway. They were the throwaways.

The Darwinian, "survival of the fittest" view of the world, with its neatly drawn bell-shaped curves, reinforced by Calvinist pessimism about human nature, seemed to match perfectly the economic needs of the industrialists. This is the powerful combination of ideas that produced the screening mechanism still undergirding and now undermining the structure of schools. By the early 1900's the bell curve was taken from Darwin's work and applied to groups of learners as a description of the distribution of their intellectual abilities. In spite of civil rights education reforms in the 1950's and '60's, it is still the statistical justification of testing and grading practices that screen students out of programs, schools, and society.

The Common School System of the 1800's

Components of the System:	Vehicles to Accomplish:
1. Free to all Children	1. School Taxes
2. Community Control	2. Lay School Boards
3. Values: Work Thrift Family Religion	3. Textbooks (McGuffey's Readers)
4. Cheap and Cost Effective System	4. Structured Instruction Age Graded Groupings
5. Sorting Systems to Prepare a Leadership Elite and a Conditioned Work Force	5. Dual Systems (Black and White) Tracking and Screening Differential/Expectations Differential Access Differential Curriculum and Instruction

The table above outlines the nature of the vehicles chosen to meet the needs as the reformers saw them.

The Common Schools today

The basic components of this system are still locked in place today in a very different world, and now they

cause us major problems.

Although the McGuffey Readers are gone, uniform textbooks and workbooks still dominate and standardize the curriculum nationwide. This chokes instructional change and diversity. In addition, because we no longer have consensus on what values, if any, should be allowed in the school curriculum, textbooks are outmoded, watered down, boring and meaningless to students and teachers alike. They make learning seem irrelevant. It is impossible to teach children to think when the material used denies teacher and student the possibility of a divergent answer, and even more amazingly, tells teacher and student what questions to have.

Age-graded grouping and direct, whole-group instruction are still dominant despite the fact that we know students are developmentally diverse at any age. (6) Further complicating teaching by age-grade grouping is the fact that students have very different learning styles which are both culturally and individually based. Everything we now understand about how individuals learn is violated by our dependence on large-group, content-focused instruction.

The screening-out obviously still occurs. We are appalled at the twenty-five percent dropout rate, but the system is designed to sort students in just this way! The system sorts students in and out. We still have gifted programs, advanced placement, college and vocational tracks, special education, Chapter 1, Learning Assistance Programs, I.Q. testing, and grading systems. All are built on the bell curve concept. Nationally normed standardized tests all assist in competitively rating and sorting students.

This screening system was functional in some ways during the mid and late 1800's. It is totally dysfunctional today. Today's workplace needs all of our students. All of them need to master higher-level thinking skills. All need to believe in themselves and to become interdependent with others in their work places, families and communities. The dynamics of the modern world require it, and the research clearly supports the revolutionary idea that all children can learn. But, the system set up as a result of the "Common School Crusade" won't let individual teachers fulfill the demands of today's complex and rapidly-changing family, economy, and community.

Paradigms and change

Why, if this underlying structure is so problematic, haven't we changed our vision and built a new system to achieve it? To understand this critical issue, we turn to the research of Dr. Thomas Kuhn. (7)

Kuhn tells us that in order to make changes, we must understand the real impact of the norms and structures, and rules and regulations of institutions like public schools. They form a model or pattern of fundamental beliefs of which we are not consciously aware and which powerfully constrain our behavior.

Kuhn calls those underlying patterns "paradigms," and it is our paradigms that define what we believe about reality. Paradigms structure our vision. They are necessary to give people in an institution direction to work together. Unfortunately, they are also very problematic when the institutions need to change because they condition our behavior in very strong ways.

First, people with a major investment in an institutional paradigm do not readily accept new information that might change their view of the world. For example, in the 1950's the American paradigm about Japanese products could be described by adjectives like "cheap," "copies," "low-tech," "imitations," etc. Today, most Americans have a totally different paradigm about Japanese products. We now use words like "high tech," "quality," and "expensive" to describe changed Japanese products. For years and years there was clear data available to American industry that the Japanese were very serious about quality and competition. The data, however, just as Kuhn predicts, was ignored and discounted because of our negative paradigm. The Japanese have now outstripped us in the marketplace.

Second, these same people are often very unhappy with anyone who presents data that will force change in that which they hold so dearly. For example, Galileo's data shattered the paradigm of an earth-centered universe. Rather than accept that new view, leaders of the day imprisoned him. In other words, changing people's paradigms is volatile business and must be done in a constructive way that solves problems for people if it is going to be successful.

People are usually unaware of the power of paradigms, yet they filter our perceptions, define our beliefs, and thus drive our behavior.

There are many paradigms which

continue to limit educational change. For example, we should be able to discern the conflicts inherent in continuing to call for an education which prepares students with thinking skills while at the same time increasing the use of outmoded, nationally-normed tests as the major indicator of progress. Even when the inconsistencies created by the changed paradigms are pointed out, we remain committed to the old paradigm either because we do not know how to implement a new one or because we fear the changes associated with a new paradigm.

Examples of some of the paradigm shifts needed in education are given below.

Changing Paradigms and Direction for Education

From	To
Age-grade progression to graduation	Demonstration of competencies or performance
Schooling as preparation for adult roles	Continuing, lifelong learning
Teacher as content deliverer	Teacher as manager of learning
Teacher responsible for structuring knowledge	Teacher responsible for helping students to structure the knowledge (information processsing)
Sorting of students	Ensuring all students have skills to create opportunities in their lives
Teacher and other school staff as workers	Teachers and other school staff as professional decision makers
Measures of factual recall	Assessment of thinking and problem solving skills

Many other examples could be provided. The point is that any paradigm-shift requires rethinking, strategic planning, and the development of new skills. Significant individual and organizational effort is required to achieve change, but bureaucratic systems seldom reward innovation.

Thus, the old paradigms constrain our behaviors like invisible bars and we become victims of the "paradigm paralysis." If we are to overcome the paralysis we must process the information, demonstrate its dysfunctional impact and install a change process which can build the new paradigms in a widespread fashion.

Staying within the old paradigm makes restructuring extremely difficult. Many teachers, classified staff, administrators and parents have recognized the need for a paradigm-shift and have refused to discount their experience with learners and their children, thus refusing to go along with the system. They have planted the seeds for the new vision in their classrooms and schools. These people live a different vision as they operate with kids. Sometimes they are rebels in conflict with the "system," and sometimes they are politically adept at installing and maintaining a new program. Sometimes, they just quietly and shyly "do their thing" with no one but the students and their parents noticing. However, whichever style they have,

they are still out of the mainstream and they pay a heavy price. Their ideas and programs, no matter how successful, are not reinforced, shared or incorporated into the larger system. Tragically, many of these innovators are leaving the system because they are not allowed to use their skills and they refuse to be constrained by the old paradigm.

And it's getting worse. The regulators of our society and the school system itself, perhaps for want of a clear new vision, are intent on revitalizing the old vision rather then finding and developing the new. The latest waves of educational reform, again, as in the 1850's, promulgated by industrialists and political and community leaders, are pushing more of the same industrial age paradigms. Facing a decline in school effectiveness caused by ignoring environmental pressures for a new vision, they have opted for going back to the past. The 1982

report, *A Nation at Risk*, (9) and former U.S. Education Secretary William Bennett's "James Madison High School" (10) are clear examples. They include more classical European curriculum content introduced earlier and to be covered faster; new ways of tracking kids toward the same old ends; more standardized tests, measuring rote memory tasks instead of thinking. The very business groups who so desperately need multi-skilled, flexible, thinking workers who value lifelong learning call for higher rote test scores that come at the expense of thinking skills and love of learning. These backward-looking "reforms" cause more kids to be screened out and locked into semi-literacy. This occurs at a time when we need every child to grow into a confident adult who not only can be a skilled worker, but a family and community contributor.

The "back to the past" reforms bring more controls and bureaucracy into the day-to-day working lives of educators when they need freedom of inquiry and creativity to build the new kinds of learning environments true reform demands. More essential knowledge about learning, which is the heart of a new vision for education, is being discovered every day; yet less and less time and money are invested into research applications and good staff development in schools. Parents still push for testing and competitive systems because they too are trapped in the old paradigm where

"The essential prerequisite here is balance. The goal is an education that prepares tomorrow's adults not only for a life of work, but for a life of worth; an education that steels their resolve to exhibit fidelity not only to the most sacred principles that unite the American family, but to principles that can bring harmony to the human family."

Mary Hatwood Futrell, NEA President

"The fates of freedom and productivity are inextricably and synergistically bound; you cannot have one without the other; yet together, you can have both forever."

Robert Carkhuff, The Age of New Capitalism

those are the measures of success. They may find out later that they have set their own children up for failure.

We are failing more and more children. Families are under siege. The community has fragmented and is increasingly filled with violence and fear. The long-term economy is in deep trouble. Schools are torn in many directions. It makes no sense to continue this schizophrenic pattern of behavior. The only real alternative is to pay attention to the data, rethink our vision and begin the essential task of restructuring our institutions together.

Forces for change

Before we will be motivated to tackle the major and painful task of creating change, we must understand the data that establishes the need for change. One reason for writing this report is to communicate the basic realization that we must respond to major new sets of forces that have shifted our external environment. Four major changed conditions must be acknowledged and addressed if we want our education system to help our nation be productive and effective in meeting the needs of its citizens. They include economic forces, demographic forces, organizational changes, and educational forces. Each of these sets of forces are part of a changed and changing environment for educational restructuring. We must look directly at what these changes tell us. We must recognize that the scope of these changes places a demand on us for new values, new ways of thinking, new organizations, new ways of living and behaving, as well as new ways of educating children.

Economic forces

A major shift is taking place in our economy and as a direct result of this shift, the nature of work itself is changing. In the past, work was generally physical labor done for someone else. The "someone else" was typically a large factory or large corporation. Workers could count on staying in the same job for their entire working lives. Public education's role was to prepare workers to comprehend and carry out orders and to be disciplined and reliable.

Now we have moved into a global economy. Work in our evolving information age requires intellectual effort. While work may still be done for someone else, the someone else is more likely to be a small company able to move quickly to take advantage of change. Workers will have to be adaptable to changes in employment because most jobs as we now know them will not exist by the year 2000. Successful workers will probably be part of small work groups that must be able to explore information, work through challenging new problems to find solutions, quickly comprehend patterns, visualize relationships, and also be able to work individually. (11)

Part of the purpose of public education will always be to prepare students for job opportunities. Tomorrow's workers must be able to think at a high level; they must know how to learn, solve problems, collaborate and be flexible if they are to have freedom of choice and the potential of economic mobility and prosperity. Helping students learn these skills requires different curriculum, different teaching methods, new organizational structures and different operations. It also

requires a system that places more value on human beings and on learning. If we teach our students in this kind of system, they will help us empower our country to be a leader in the world ethically, economically, socially, and politically. If we don't make changes in public education, we will sentence current and future generations to an ever decreasing standard of living while we continue to watch other nations thrive. (12)

We must move away from continuing consumption and toward the development of people. This is the essential first step toward establishment of strong, caring communities and vital, ethical, economic institutions.

The central strategy for this redirection of commitment and resources must be human resource development. (13)

Demographic and community forces

Work and economics are changing our nation but an equally powerful force to be considered is the changing characteristics of the American citizen and the needs that are created by these changes.

First, our population is aging. The over 65-year-olds and the over 85-year-olds are among the fastest growing groups of citizens. Another fast-growing group is the "echo baby boom." These children, born after 1978, account for the vast increases in elementary school enrollment. These two groups — the very young and older citizens — will need the most public support. The young require educational services that can prepare them with the knowledge and skills needed for high levels of creativity, productivity and problem-solving. Older citizens will need income support, medical and social services and will increasingly want new learning opportunities. Providing for both groups will require major public expenditures. (14)

Early childhood education, elderly meal services, social, recreational, and other human services will require increased public spending and will most likely be provided in the school setting because of the cost effectiveness of using existing community-centered institutions.

Second, our society is becoming more multicultural. In Washington, some 16 percent of the public school students represent racial-ethnic minority groups. Twenty years ago, more than 250 school districts had no ethnic minority children. Today, that number is less than half a dozen. (15)

This increase in multiculturalism presents a rich opportunity for every-

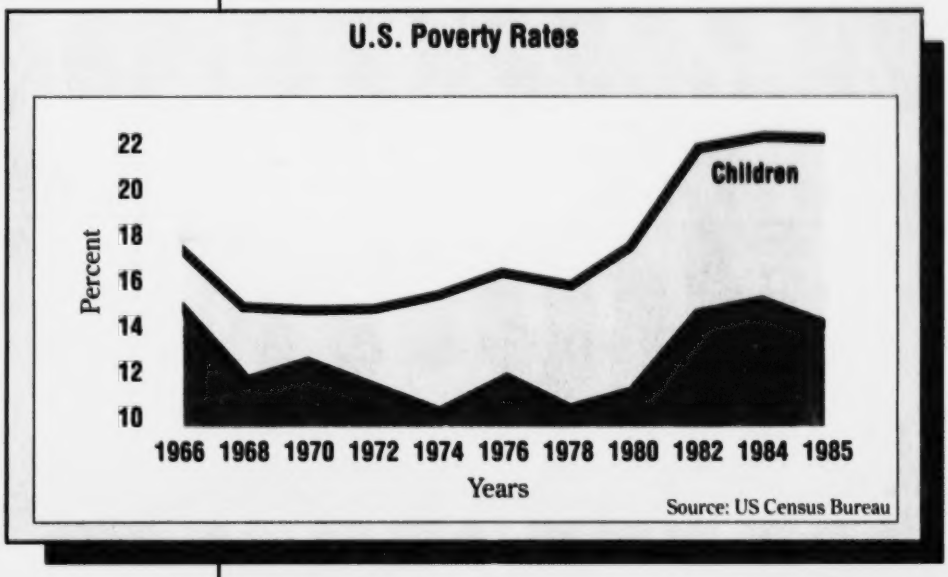
one to benefit from diversity, particularly in light of our global economic interdependence. Yet, we have not been very successful in educating ethnic minority children to this point and thus we will not be able to take advantage of this opportunity without basic changes in the system.

Far too often, it is the low income-child who is not able to benefit fully from schools and be prepared for adult life. These low-income children are disproportionately ethnic minority because of ongoing institutional racism and the negative stereotyping about abilities that is a central part of the screening paradigm of the past.

National data shows an incredible correspondence between the desired output of the Horace Mann paradigm and actual student achievement. Approximately 20 to 25 percent of students graduate from high school with high levels of achievement and skills. Another 30 percent develop basic skills and may move ahead in adult life to strengthen their knowledge and skills. Twenty-five percent drop out of school. Many of the rest remain in school but graduate with low levels of skills or functional illiteracy. Again, we have a sorting and screening paradigm, and a disproportionate share of the children sorted to the bottom are poor. And again, a disproportionate share of these poor are ethnic minorities. (16)

We must stop ignoring this data.

While it was wrong from the start, there was a time when our society could survive with only a quarter of the population having high levels of skills. But no longer. Job requirements, citizen participation, family stress, and a more complex way of life require that we move the thinking capability and social awareness of all citizens to high quantitative and qualitative levels. We must do this in a way that forestalls the two-tier society and provides economic opportunity to all. With community awareness and support, schools can be our best bet in meeting these needs.



Third, perhaps no area of American life has changed as much as that of our nuclear family. Today's family is much more likely to be under stress as a result of poverty, divorce, dual work-

ing parents, a lack of time for care taking. There are ever increasing expectations with fewer and fewer societal and economic supports for the family.

Fewer than seven percent of our children nationwide live in the "Dick and Jane" family of the past. Twenty percent live in single families at any one time and 48 percent will live in a single family at some time during their childhood.

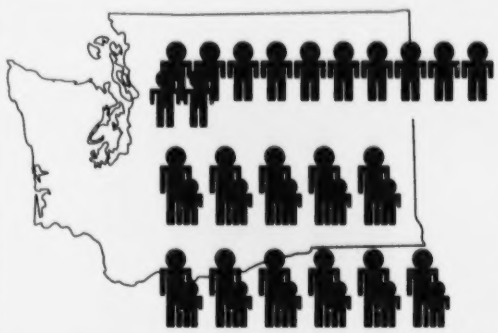
In Washington, as in the nation, teenage pregnancy, suicide, child abuse and neglect, homelessness, substance abuse, gang activities and juvenile crime have reached frightening proportions, while a 25 percent dropout rate diminishes opportunity for individuals and severely hampers our ability to produce an adequate workforce. One-fourth of our state's children live in poverty and one-half will experience poverty during their formative years. (17)

It can be argued that many family pressures such as these are the result of a failure to instill strong self concepts and thinking capabilities in our citizens. Regardless of the reasons, the effect on children is all too clear and tragic.

When we honestly consider the data, we must conclude that we are ignoring and neglecting our children. They are coming to school unprepared to learn. They are turning to self-destructive and other destructive mechanisms. They are building their own subcultures without the guidance of thoughtful adults. Our new vision for education must be that of a learning community, because schools cannot do the job alone.

The State of the Child

Poverty in Washington grew by 39% from 1980 to 1987 (Ten times faster than the national rate)



1,150,000 children under 18 in Washington

213,000, or 19% of them are poor

Over 50% of women with children under six years old are in the work force

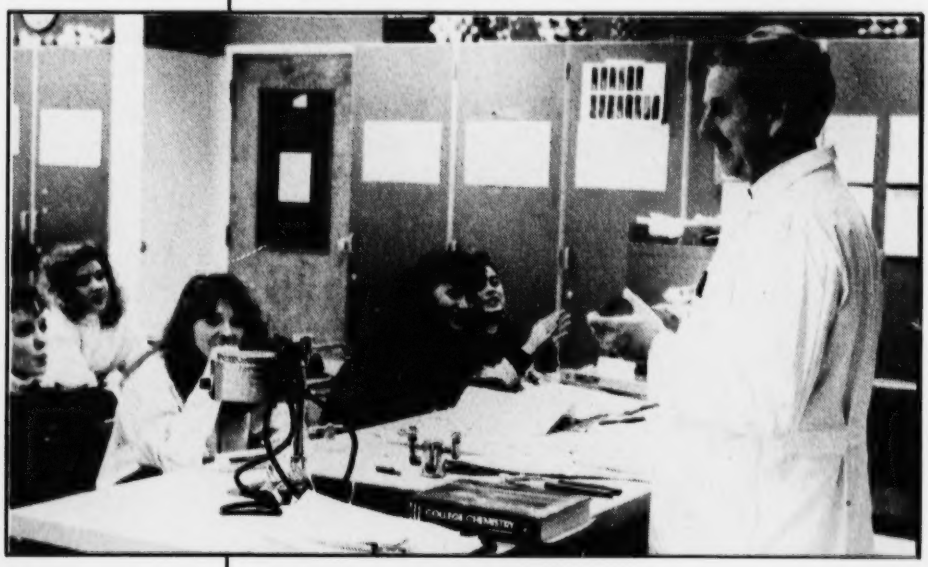
62% of the mothers of the children served in the Early Childhood Program have less than a high school education

Organizational changes

Perhaps one of the least recognized areas of change in our society lies in the way we work together and the ways organizations support effective work. Changes in organizations and communities have an impact on families, schools, higher education, the workplace, and the community. The changes which must be considered in a restructuring process include at least three major shifts in how we

work together and how change may be achieved.

The first is decentralization and the movement to smaller organizations. The natural extension of the standardization values and products of an industrial society was a movement toward large organizations. We moved to big corporations, big government, big unions, big school systems, and big colleges and universities. As we have moved toward an information society, organizations have become decentralized and smaller units have been established.



In education this trend is reflected in school-based decision making. Changes cannot be achieved by top-down mandates from a state or district system. While the state and district should provide the direction on outcomes for change, the people who must produce those outcomes must be meaningfully involved in change efforts. (18)

Individual schools and institutions are part of larger systems which provide direction on **where** the overall system should be moving. The questions of **how** it should be moved must be answered at the building level.

To accomplish this, there must be support for building or department level planning, the continuing dissemination of information needed for wise decision making, and systematic human resource development of all staff to ensure that everyone in the adult community at the school has the knowledge and skills necessary to implement change together. The concept of a learning community recognizes and enhances the strategic support of the school secretary, the bus driver, the food services worker, the custodian and the paraprofessional, as well as the teacher, the nurse and the counselor, for a meaningful learning environment for students.

It is important to understand that the need for state and district organizations does not diminish, but that the functions of these units also change. State and district organizations must provide directions for education based on continuing changes in the external environment; procure and allocate necessary human and fiscal resources;

articulate the needs of schools to the larger community; and ensure equity and excellence for all students. **The primary impact of changed organizations is that they must centralize their mission, but decentralize their operations.** (19)

It goes without saying that as the functions of organizational units change, so also must the roles of individuals within these units change. Board members and superintendents must focus on strategic management to ensure that the district can achieve its mission and survive at high levels of achievement. Principals must provide leadership for establishing a building culture and climate where staff and students can be engaged in productive teaching and learning.

Teachers must provide leadership for developing high quality, exciting learning environments which prepare students with the range of skills and attitudes needed for their participation in a technological, changing, information society. ESA's and classified staff must develop new strategic support roles for the classroom and the building program. Students must take much more responsibility for their own learning and their role in building the community in their classes and schools.

These shifts in organizational unit functions and the changed emphasis of professional learner roles are direct results of the continuing decentralization process and the development of a learning community.

Participation and inclusive leadership

In an industrial or factory system model, employees were to deliver services and create products designed by people at higher levels within the organization. Although teaching has never truly fit this model, decisions about the teaching-learning process have consistently been made for instead of by teachers, including textbook adoptions, instructional philosophies, staff development, grading policies, and special programs. The fact that many of these decisions have not been successfully implemented is a statement about the critical needs for participative leadership and decision making in the new learning community.

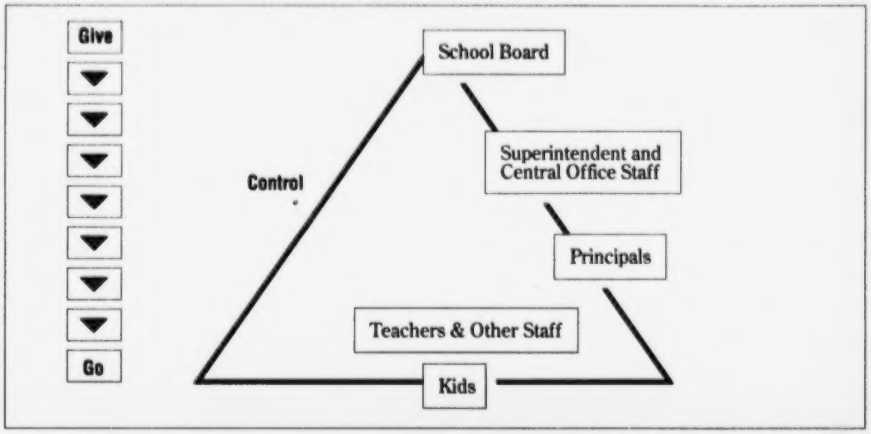
Human factors account for nearly eighty percent of organizational productivity. Strong, effective organizations encourage people to be involved and to contribute their knowledge and insights. Authoritarian, top-down management limits the contributions of people within the system and does not permit the diversity and creativity of information to become available for consideration. If schools, colleges, universities, businesses, community groups and other organizations are to design and implement effective changes and develop productive organizations, opportunities for inclusive leadership and shared decision-making must be made available.

Robert Carkhuff has outlined the nature of the change in decision making. In an industrial society, people in management positions exerted major control, made decisions and told workers or members to carry them out. This may be likened to a "Give - Go" model of leadership. The boss gives the orders and the workers go to carry them out.

This approach simply does not work in today's society. People want some influence in what they do and want and the opportunity to be part of the decision-making process. Carkhuff refers to the new model as the "Get, Give, Merge, and Go" model. In this instance, the leader gets the views of problems from all those affected; they give their image of the problem or task; the varied images are merged; and the group decides how to move ahead together to solve the problem or implement the consensus solution. (20)

The heart of the restructuring process must be the teaching-learning process. This is the primary responsibility of teachers and faculty supported by other professionals and support staff. If we are to produce the learning outcomes needed for an information society, the practitioners must be active participants in framing the outcomes and the methods for achieving new levels of educational excellence.

The Give - Go System



Multiple operations and choice

In an industrial society, the principles of economy of scale and standardization resulted in limited available products and choices. The same limitation was evident in education as we perpetuated "one best system." If a parent or child wanted a different approach or if they wished to specialize early in a content area, it was seldom possible within the public school system.

Our society continues to become more diverse and people are more open in expressing their preferences. As consumers, we now have a wide variety of choices when we purchase food, clothing, houses, autos, or nearly any product in our society.

Educators are beginning to respond to the need for choices and alternatives within the public school system. Some districts are moving to respond to these needs by providing magnet schools or schools with a special content emphasis such as science and mathematics, technology, performing arts, global education, multicultural education and others.

Still other districts provide choice in the educational processes. Alternative

schools for students who need an individualized approach, computer schools, basic skill schools, and ungraded primary schools are examples of schools-within-school programs that provide choice.

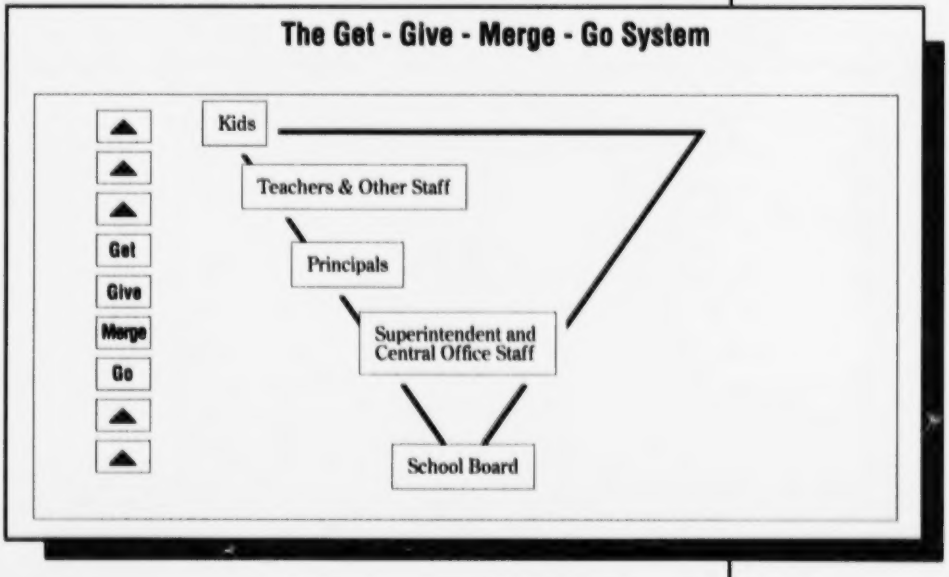
A few districts allow even more specific forms of choice. In these schools, parents may place their children in a contemporary program where traditional textbooks are used, or they may enroll them in the informal program which relies on literature, newspapers and other available information. A few districts provide environmental programs where students learn basic skills in the context of living and surviving outdoors. Still others organize their school around community projects such as participation in an archeological "dig."

Each of these approaches to learning has merit and the ability to capture student interests. They have the additional value of demonstrating a responsiveness to the diverse interests of students and parents.

A major note of caution is necessary, however. The success of these programs requires in-depth involvement and careful planning by the entire school staff, development of curriculum and instructional skills for the effective implementation of the program, and a feedback system to identify and correct problems and unforeseen side effects such as potential resegregation of schools.

Choice is likely to be a controversial trend over the next few years, a trend which can either enrich the quality of learning and the quality of teaching or one which can foster elitism, further fragmentation of our society, and second class status for schools in poorer communities. Its ultimate success will be determined by the willingness of districts to involve staff and communities and to develop the resources and skills needed for the effective implementation of alternatives. (21)

The Get - Give - Merge - Go System



"We are drowning in information but starved for understanding."

John Naisbitt

Educational forces

Changes in the larger society provide a new context for the restructuring of education; these changes are matched by changes in the structure of knowledge and our understandings of the learning process.

Our past understanding of knowledge began with the assumptions that knowledge was organized into neat categories or disciplines which were objective and unchanging. Today, we find that the concept of knowledge has been changed by what is known as the information explosion. We are deluged with facts and find it quite impossible to deal with the information overload. When we speak of knowledge we are referring to the search for meaning, not simply the accumulation of facts.

We have also learned that knowledge must be understood as the ways that different people structure meanings based on their perceptions and their experiences. Each of us is limited by words which may mean one thing to one person and have quite a different meaning to another person. The task for learning must be to recognize that we continue to use language in successive approximations in order to gain some common understandings. Education must provide time for the communication and refinement of these approximations.

The transitional nature of knowledge requires a shift in education. Although it may once have been possible to anticipate the knowledge and skills that children would need when they reached adulthood, this is no longer possible. Information doubles every five years; in some technical areas such as biogenetics, every four months. (22)

Our task is to use information to increase students' ability to process and apply it. This processing must recognize the increased complexity of knowledge and the continuing search for meaning.

The goals of teaching and learning have changed

Industrial school systems are organized to teach facts. The quality of educational processes are measured by tests which measure factual recall.

We must make the distinctions between data and information, between facts and knowledge. The goals of teaching and learning must be to help students learn to process information and develop meaning that can be applied and used.

Many of the approaches to teaching and learning continue to fragment student comprehension. Students are bombarded with too many facts. Meaningless, rote learning is dated bits of data without a context that can provide meaning.

Carkhuff has observed that the revolution in the ways children learn is to move from teaching facts to developing information processing skills. The goals of an industrial educational model were to limit and standardize responses. This convergent education model was based on the assumption that there was one "right" answer. In an information age we have begun to learn that divergent responses are needed. Creative and innovative stu-

dents learn a variety of responses from which they can choose.

Providing students with alternatives is a first step, but the ultimate task is to develop full information processing. Carkhuff represents this in the following steps:

Identify available data

Explore data

Develop alternative meanings or responses

Select a response

Respond and refine the response (23)

The implications of the shift are many. The sources for use in teaching information processing certainly cannot be limited to textbooks that are already structured to identify the right answers and meanings rather than promoting student inquiry and processing. Quiet classrooms where students do not interact verbally to search for meaning are unlikely to develop information processing skills. Classrooms where students are not encouraged to solve problems and use a variety of thinking skills are unlikely to prepare students for information processing.

The problems of developing information processing skills are not limited to children and youth. As adults, most of us are overwhelmed by the sheer amount of information we now have and hampered by an education that inadequately trains us to process it. Schools, colleges, universities and other education and training institutions must increase their abilities to move beyond facts and develop adult skills in the processing of information.

Information technologies can increase the quality and quantity of instruction. The introduction of information technologies (computers, videodiscs, instructional television, distance learning, etc.) offer unlimited potential for increasing access to information. Although we have seen dramatic increases of information at reasonable costs, we continue to struggle with how we can process it and incorporate it into meaningful learning opportunities for students.

Although computers and other information technologies hold great promise for increasing learning, many barriers limit the achievement of their potential. In the past, the poor quality of software has been a problem. In far too many schools equipment is not available in quantities useful to the classroom. The greatest barrier, however, is the lack of training provided to educators. Mastery of new technologies requires time in order to acquire the fundamental operating skills.

The incorporation of the technology, however, creates a major paradigm shift in the role of the teacher. Instead of being the total delivery source of information, the teacher must serve as the human resource to help students process and utilize the information which relates to their daily lives and help them find meaning in what they learn. That shift requires many complex new skills, and a shift in point of view. This takes time, training and support — the importance of which has not been fully understood or provided in the past.

"Information is not knowledge. You can mass-produce raw data and incredible quantities of facts and figures. You cannot mass-produce knowledge, which is created by individual minds, drawing on individual experience, separating the significant from the irrelevant, making value judgments."

Theodore Roszak, The Cult of Information

"A weekday edition of The New York Times contains more information than the average person was likely to come across in a lifetime in seventeenth century England."

Richard Saul Wurman, Information Anxiety

When it is provided, however, some astounding things happen.

One example is a program developed for disadvantaged children by Stanley Pogrow which uses quality software and emphasizes thinking skills. The program consists of four, 40-minute periods per week in which 20 minutes are spent interacting with the computer and 20 minutes with a teacher who has been trained in questioning skills which lead to comprehension and problem solving. A great majority of the disadvantaged students involved in this program have shown significant academic gains.

The most important gain is in students' self-esteem. They are transformed from disinterested, alienated, turned-off students who saw themselves as "dumb" into eager, excited learners who finally feel they have real abilities and control over their lives.

Pogrow would be the first to point out that such a program cannot be successful without the students' interaction with a highly skilled teacher. Only a small number of teachers are able to be trained in the questioning techniques due to limited resources. This has to change. (24)

Although information technologies open up new possibilities for student learning, these possibilities will never become reality in the education system without a strong commitment to the involvement and training of teachers and other school staff. Practitioners must be provided skills in the development of software and the routine use of information technologies in ways which meet their students specific needs. Teacher education must incorporate the use of information technologies into their programs and prepare teachers with the skills of using information technologies.

Although these actions will require some additional costs, the value received in terms of increased learning and the preparation of teachers and students to live in an information society cannot be overstated.

Learning begins with interest and motivation

The structured instruction model of the industrial school assumes that students can be coerced into learning. We forget that before learning can take place, students must be interested and motivated to learn. If students are to acquire and remember new knowledge, it must be related to their basic interests and their previous understandings of the world.

Implementing this principle in classrooms requires a more individualized approach and the opportunity to help

students become involved in learning. The constraints of a 50-minute period, overcrowded classrooms and a content focused curriculum make the task difficult.

Teachers must have the opportunity to relate to their students in meaningful ways, to structure learning activities within varying time periods, and to provide regular feedback to students if student interest and curiousity is to be maintained. Other ways of meeting the need for stimulating student interest and motivation are to provide educational choices and alternatives. This may be provided through specialized programs, alternative schools, magnet schools, or community-based programs. These are designed to respond to student interests and provide ways of extending their learning.

Learning styles are varied

All children can learn, but the way children learn and the nature of their intelligence varies. A consistent research finding is that learning increases when a variety of instructional methods are used. We have known that different methods of instruction may "fit" the differences in student learning styles that are found in classrooms. The learning style differences appear to be based on cultural and individual factors. More recently, Howard Gardner has described up to seven types of intelligence: kinesthetic, logical mathematical, verbal, spatial, musical, interpersonal social and intrapersonal. (25) Other researchers such as Robert Sturnberg, divide intelligence into categories such as practical, experiential and mental. (26)

Traditional schools emphasize verbal and spatial or abstract intelligence only. Students with different forms of intelligence are frequently left out or pushed out of the learning process. The question for every child must not be, "How smart is this child?" We must ask, "How is this child smart?" and we must focus on developing winners with a range of intellectual abilities.

Our understanding of the range of intelligence helps us recognize and reinforce "street smarts" and the common sense abilities of children. Understanding and appreciating different forms of intelligence expand the teaching-learning task. We must acknowledge the limitations of our limited view of intelligence and find ways of increasing instructional methods which can build on varied forms of intelligence.

The function of schools is changing

A primary value of the industrial age was that of specialization. Institutions, professions and most of our activities were organized by specializations. Likewise, schools were assumed to be an isolated place for the schooling or intellectual development of students.

Today, we understand that schools need to be part of the mainstream of the community and students need opportunities to learn about the real world and expand their world view. In addition, we're learning that we cannot separate the intellectual development of students from their physical and emotional development. These insights have helped us understand the need for schools to provide greater collaboration and cooperation among community institutions and groups.

"The function of education is to teach one to think intensely and to think critically. But education which stops with efficiency may prove the greatest menace to society. We must remember that intelligence is not enough. Intelligence plus character — that is the true goal of education."

Martin Luther King

All schools need to extend their outreach to parents and the community. They need to help coordinate health, welfare, psychological and recreational systems with the needs of students. In some instances, schools will wish to become the hubs of learning communities where a variety of human resource development services may be offered. These may include early childhood services, "latchkey" programs for the children of working parents, expanded counseling and guidance programs, adult job training, parenting programs, meals for the elderly or clinics.

Local districts must make decisions as to how they will serve the human resource development needs of the community, but regardless of their decision, all educators and citizens must understand the need for integrated, holistic systems of human resource development.

These educational changes create strong pressures for the restructuring of schools. It is important to note that technologies for responding to these changes exist in isolated settings across the nation. Some schools and districts are reorganizing curriculum based on a changing perspective of knowledge.

A few districts and schools are implementing approaches to student development of information processing and some districts are moving to expanded methods of assessment to move beyond the limitations of national, standardized tests.

Other schools are making the effort to individualize and provide alternatives which meet students' and parents' interests. Still others provide varied methods of instruction and recognize different types of intelligence.

Summary and conclusions

The fragmentation of the family, community, schools and other educational and training institutions is an outcome of profound changes — economic, demographic, organizational and educational — that are part of the transformation from an industrial society to an information society. Although we see the impact of economic and technological change, we do not have the abilities to process the amount of information needed to change our personal and institutional behaviors. The social lag that is created makes it impossible for us to use and benefit from new information and understanding.

Education and training institutions are no exception to the rule. Just as government, business, and social agencies are struggling to develop the institutions and people needed for survival in an information society, so

also do educators and citizens suffer from the problems of change.

While the social lag problems are important to all insititutions, they are even more important to the education sector. Education and training systems are the primary institutions responsible for the development of the human capital needed by every sector of our society. Education and training systems form the critical human infrastructure for the total society. The roots of teaching in America have been to transform the lower class into the middle class. It is the start of our success as a democratic nation. Thus, the importance of change within education and training institutions is a concern and an issue for every sector of society.

The critical need for changes in educational institutions has sparked many efforts at reform. Some of the reforms were limited by a lack of understanding of the nature of the change. Other reform efforts have been limited by a lack of knowledge and resources essential for their implementation.

In a general sense, our vision as a community has been limited by the paradigm paralysis and the lack of concentrated efforts required to understand the new paradigms and their implications for organizational and individual behaviors.

The purpose of this report has been to organize a wide variety of information in ways that could stimulate dialogue, exchange, understanding and action to restructure Washington education. The major points that the Task Force wants to make are the following:

•**Time is running out** for a reasonable way of restructuring education and training systems. Postponing the necessary changes in education means that another generation of youth will not be prepared with the skills essential for an information society. If we begin today to restructure education, the full impact of our efforts will not be felt for years. Postponing the task increases the cost, difficulty, human frustration, and organizational problems in the future. It truly endangers our democratic way of life in America.

•A major task required for educational restructuring is a **shift of value paradigms**. Until we deal with changing our values and assumptions and developing some common efforts, the success of attempted changes will be limited. Much of the task for change must include the initiation of dialogue within the educational community and among the many stakeholders in America's education systems.

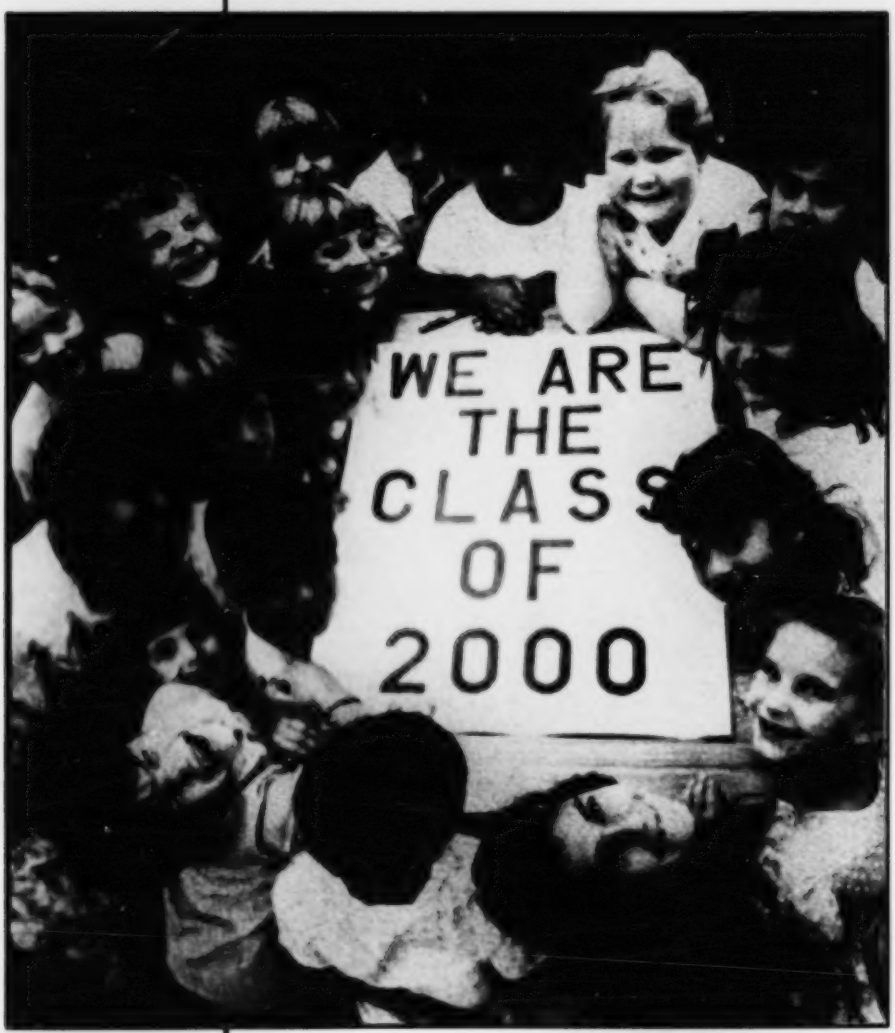
•**There are many forces that suggest the need for and the direction of change**. These forces must be part of the information to be processed in the dialogue and consensus necessary for educational change.

•We have the research knowledge and early results from demonstration programs to know the directions for changes. We know that all children can learn at higher levels of achievement than we've ever set for them. We know that new methodologies are essential if this level of achievement is to be attained. **In short, we know it can be done**.

•We know that change requires an understanding of the need, a clear direction on changes, a commitment of the community, trained personnel to implement the changes, resources to

support the changes, and ways of measuring and recognizing progress. There is no magic to the change process, but it requires **ongoing effort on the part of skilled people**.

Educators know that education cannot be restructured without also restructuring of the community's beliefs and expectations about schools.



This is the point where the Task Force calls on the education community and the larger community of Washington citizens to join with us. It is a time for dialogue and a time for action.

As National Education Association President Mary Hatwood Futrell said in a speech to an NEA conference on educational restructuring: **"Let's get on with our work. Let's seize the moment. Let's stop predicting rain. Let's start building arks. Let's ensure that our dialogue is the starting point for bold initiatives that will serve America well precisely because they are rooted in an abiding love for today's children, the children who will be the guardians of all our tomorrows."**

Some visions of a learning community

The members of the Washington Education Association's Education Task Force have learned much about what schools should and should not be. In closing this report, we would like to reiterate the mission and goals detailed earlier in the report and leave you with some visions of what learning communities *could* be if the citizens of the state, along with the educational, political and business communities, act upon the information included in this report.

It is important to note that there is no blueprint for "one best system." The visions we present here simply describe what the world might look like if we achieved each goal in the context of a learning community. We share them with you as a starting point for dialogue across the state and for shattering our "paradigm paralysis." We hope all who read this report will add to our ideas in each of your unique settings with all of your local stakeholders. We strongly agree with Elmore and McLauglin, Rand researchers on school reform, who say that, ". . . reforms must originate in the practice of teaching rather than in expert advice and external standards as have past reforms."

Education Mission

To restructure schools into learning communities where children, youth and adults will seek knowledge, develop attitudes and acquire skills essential to ethical and productive living, learning and working in an ever-changing global, Democratic society.

Goal 1

A statewide consensus and support system for schools based on the recognition of their importance to the future of the state and priority attention which must be given to human resource development.

Vision

All the major education stakeholders in Washington have engaged in spirited dialogue for the last two years in forum after forum statewide. The result is that the State Board of Education's goals have been changed from the grassroots up, and there is agreement that life-long learning will be the core value that drives all levels of the education system from preschool through higher education.

We have decided, as a community, that students must be empowered as full members in society, not just workers in our economy. We want them to be whole people and responsible, caring community and family members. Thus, students must develop confidence, values and new skills.

Our society's rhetoric about wanting people who think has finally been backed up by institutional behavior that reinforces and supports thinking. We recognize that thinking people ask "why" sometimes when it's not convenient. But we also know their creative minds are our hope for the future. As a community, we have agreed to commit the necessary resources, training, ideas and time to empower educators to restructure our schools into learning communities.

"Vision is a mental journey from the known to the unknown. The leader creates a future from a montage of facts, hopes, dreams and forecasts. Vision is the product of exercising many skills in a holistic way to create a mental picture of what the future could and should look like. It is not undisciplined daydreaming; it is more than a short intuitive flash."

Jerry L. Patterson, Productive School Systems for a Nonrational World

Goal 2

Strong teaching-learning systems which prepare all students with higher levels of basic skills, thinking skills and performance skills needed for productive contributions to a technological information society.

Vision

As you walk through our schools, you will see teachers in front of large groups and small groups. Some teachers are observing and coaching each other. Individual students are working on some stage of skill development or project completion; students are editing and writing using word processors, creating or using interactive video lessons, and running computer simulations. Students are teaching other students, running small groups or actually presenting a curriculum or project they have developed. Teachers are no longer responsible for **all** aspects of instruction. They now serve as managers of complex learning environments with students having much more responsibility for, and control over, their own learning.

Since real learning doesn't take place until you do something with what you know, students are designing projects, writing plays, building models and helping in community programs that now are housed in the school. Each student has learning goals which help achieve our school's mission and the student's own direction in life. Although there is a lot of diverse activity, everyone has a home group that meets daily for planning and self-assessment.

Goal 3

School management practices and organizations which empower students and staff and reach out to support the learning of all groups in the community.

Vision

Our principal is a creative and inclusive leader. She has very high expectations for herself, the students, our community and all of us on staff. Our building has a clear mission and goals that we built together. Our building plan supports the district mission, but it's focused on the needs of our kids and the adults in our community. Each classroom and each student builds from this core direction, but does so very creatively. The principal keeps the district informed but also expects the district to support our needs. She's a buffer for us against the last vestiges of our bureaucratic past. The district now sees us as the **source** of change, not the **object**.

Sharing responsibility with the students has freed teachers to take on new decision-making and development roles at the building, district and community level. The central office no longer dictates, but now provides strategic support to the building. Community service programs are in the school much more frequently and teachers and some students work with case workers, health-care professionals and business partners to make better use of the building.

At night many community people come to the school seeking support for retraining and literacy skills. The businesses in our area invested in technology for our students and they use some of our class-

rooms at night to retrain their own employees. We worried at first about sharing our space, but it's worked out well. Fun and flexibility. Now that the businesses and community use the school we always pass bonds and levies.

Everyone on staff plays a key role in the educational process, and people respect each other's ideas, contributions, property and space. For example, our Individual Education Plans involve the bus driver and custodian as well as certificated staff. The lunchroom is a nutrition learning center. We share decisions and responsibility for outcomes. There is excellent, honest communication and respect for diversity as long as we're improving student performance on the assessments we designed, and are aiming toward our vision.

Goal 4

A diversified pre-service education system for teachers and administrators which reflects state-of-the-art knowledge and involves higher education, professional associations and local districts.

Vision

There is mutual respect now between college faculties and K-12 staff. The links between the two systems and the community are strong. There is a much greater focus in all pre-service programs on functional skills, knowledge and attitudes; and the quality of pre-service training is greatly improved. The pre-service program has a substantial in-classroom component designed by practitioners.

Because learning is truly valued now, adult human resource development has become a priority for funding. Pre-service and in-service models are integrated at school sites. College faculty and K-12 staff find and research programs that enhance students' learning abilities and teachers' abilities to create diverse learning environments.

A range of necessary skills and knowledge, including interpersonal skills, understanding of child development, language development, multicultural awareness, learning and teaching styles, "learning to learn" and thinking skills, management and group process skills, are emphasized in the training and reinforced in the intern experiences. Master teachers who work with interns earn a stipend of $2,000 per year and have access to university audio-visual and library resources. When their interns receive their initial certification, and can take their classes independently, they are free to visit other programs or create seminars in their field at the university.

Goal 5

High quality, relevant, systematic staff development programs which provide practitioners with continuing information updates and skills development.

Vision

Teachers and other staff have their own professional resource centers in classrooms and buildings, with district support at $500 per staff member per year for ongoing development of these learning tools. This is one facet of the new incentive system to support and encourage the value of staff being lifelong learners.

All staff have access to excellent

training in their job categories. Some staff development is designed by colleagues in the district and some is done in conjunction with ESDs or neighboring community colleges and universities. As the concept of the learning community has evolved, new roles are being defined for everyone, so part of the development is at the building level for staff.

A range of skills and knowledge necessary for the Information Age and the diverse learner population has been defined. Individual assessment tools have been developed so that staff members can check what they know and what they don't know. Individual teachers, ESAs and classified staff define for themselves key areas of learning and level of skills that they need, and then create individual development programs for themselves. The Office of the Superintendent of Public Instruction (OSPI) has become a resource by offering conferences, workshops, telecommunication learning, etc., to supplement what universities, professional associations and districts provide. Every school has a downlink site where in-service can be conducted. WEA training, through the new foundation, is the most highly sought after in the state.

Goal 6

A restructuring of the use of time in schools and districts which enables collegial planning, quality staff development, creative and integrated curriculum and the design of excellent diversified building programs.

Vision

Each district has a pool of 20 development days per employee, and staff members negotiate choices about use of those days. Some people use 30 days for curriculum and program planning. Others go fishing for the summer, and come back and use five of their days to learn what their colleagues have developed. Districts and associations negotiate calendars that allow thinking, planning and re-energizing of staff and students between quarters. The state allows much more flexibility on contact time to meet community and school needs. Teachers have sabbaticals and opportunities to try new areas of work. Cadres of substitutes are trained in specialized curriculum areas such as AIDS, consumer economics, etc. They come in to buildings in teams twice a year and relieve groups of staff to plan and develop curriculum.

Goal 7

Strong partnerships with parents, businesses and community groups which support and extend student and adult learning.

Vision

Our school is a community of lifelong learners, so parents and other community people are very involved. Learning, the spirit of inquiry and responsibility, physical, intellectual, emotional and social growth, are valued and offered for the adults we serve, as well as the children.

We hold classes to help parents be better partners in their children's learning; and of course, we make child care available. Businesses help by releasing parents from work to attend conferences and school events. The school is attached to an early childhood center for 3- to 6-year-olds which includes an outreach parent education

program for developmentally-delayed children. After-school programs for latchkey kids are staffed until 6 p.m. daily. Kids and staff are often out in businesses learning about new careers. Business people are also in our schools sharing their knowledge and new programs.

Goal 8

Strong developmental Early Childhood Education programs for all children focused on physical, social/cultural and language development.

Vision

At every learning site, pre-schools are in operation. Pre-schoolers are developing a love of language and story while developing language skills. These young students take charge of their learning through choice activities which encourage social/cultural and physical development and self-esteem. Interested mothers learn parenting, child development and teaching skills in the centers from well-trained and well-paid teachers, paraprofessionals and administrators. Curriculum is developmentally appropriate and classroom materials are rich and diverse.

Goal 9

Varied assessment systems that recognize the diversity of children's abilities and provide student motivations for continued learning.

Vision

Teachers don't race through the curriculum, trying desperately to "cover" the book or all the SLOs. Thinking has priority over recall. Textbooks are used mainly as supplementary materials in discretionary ways. The SLO law still exists, but bureaucratic lists of objectives have been replaced with goal setting at the school level, with plenty of flexibility built in. Students and staff use a variety of methods to measure accomplishments and achievements, including anecdotal records, journals, interviews, portfolios of student work, sustained projects, video-taped samples, teacher-made tests and assessments of performance.

Progress is measured against criteria which are locally developed, promote creativity and thinking, and provide meaningful and immediate feedback to students and staff. Priority is given to assessments students can make of their own quality of performance and which motivate ongoing learning. Standardized testing on nationally-normed tests has been dropped.

Goal 10

Adequate levels of human and fiscal resources necessary to ensure excellence in the preparation of children and youth and the development of learning communities.

Vision

In our school, teachers can access building level development funds to purchase supplemental materials for dynamic classroom units. Classes are sized appropriately to the activities. The enthusiastic staff is well paid and well trained, pleased with the variety and stimulation of their work. Educational programs are coordinated with social and volunteer agencies to avoid duplications and demonstrate community commitment.

Fair and meaningful tax reform has produced major new revenue sources and the community consensus on learning and human resource development has focused those dollars on education.

Already the major investment in people and learning has reduced crime, health and social costs in dramatic ways.

Finally, taken together, the actions that have occurred to accomplish these goals have created true learning communities where all entities — education, business, parents, students, the general public, and so on — work together to enrich the lives of all citizens.

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